



III. Individual Career Development Plan

The beginning of Part 3 stated, “Ideally, the goal for individual teacher career development plans and the goal for the district career development plan will be very closely aligned.” The Individual Career Development Plan for a career teacher may be congruent with the District Career Development Plan. The process described in the Iowa Model for Professional Development may be used simultaneously to implement district and individual career development plans.

A. About the Individual Career Development Plan

The Student Achievement and Teacher Quality Program provides that an individual teacher career development plan (ITCDP) will be developed by the teacher and evaluator, in cooperation with the teacher’s supervisor, for each career teacher in the district. These plans are maintained at the district level and are not submitted to the Department of Education. The individual teacher plans are required in September of 2005.

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- A. About the Individual Career Development Plan
- B. Examples of Aligning Individual Career Development Plans with District Plans

Requirements for the Individual Teacher Career Development Plans, IAC 281—83.6(1)

The Teacher Quality Program administrative rules [281—IAC 83.6(1)] stipulate that the purpose of the individual plan is to promote individual and collective professional development. These rules provide the following requirements for the individual plans:

- ❑ At a minimum, the goals for an individual teacher career development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district as outlined in the comprehensive school improvement plan (CSIP) and on the needs of the teacher.
- ❑ The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined content to the extent possible.
- ❑ The teacher and evaluator, in cooperation with the teacher’s supervisor, shall develop the individual plan.
- ❑ An annual meeting shall be held between the teacher’s evaluator and the teacher to review the goals and refine the plan.

Ideally, the goal for individual teacher career development plans and the goal for the district career development plan will be very closely aligned. The individual teacher career development plan may be congruent with the district career development plan, and the process described in the Iowa Model for Professional Development may be used simultaneously to implement both.

The individual teacher career development plan may be congruent with the district career development plan...

B. Examples of Aligning Individual Career Development Plans with District Plans

First Example - Fourth Grade Teacher

A fourth grade teacher whose school is engaging in the study and implementation of a new math curriculum would likely have an *individual* plan to study and learn the new math curriculum. If he/she is identified during the evaluation process as needing additional skills in classroom management, however, then that teacher's individual career development plan would include staff development that addresses this specific need *in addition to* learning the new math curriculum.

The individual career development plans of the faculty members of this building would look very similar because of the collaborative work being undertaken to study the same instructional content.

Second Example – “X” School District

In X School District, all the building principals are trained evaluators and conduct the teacher evaluations. In each building, the principal met with every career teacher to develop the individual teacher career development plans. The superintendent directed the principals to encourage each teacher to adopt individual professional development goals that are parallel to the district and building professional development goals (i.e., as described in the District Career Development Plan incorporated into the CSIP).

The teachers' plans support learning the professional development content identified as priorities for their school. During planning conversations with individual teachers, the principal discussed needs or concerns generated through the teacher evaluation process. The Iowa Teaching Standards and criteria were used to help inform this conversation. Together, the evaluator and teachers designed ways to acquire the needed knowledge and skills. The superintendent made it clear that the evaluator's role, in collaboration with the teacher's supervisor, is to work individually with each teacher to develop his or her individual career development plan. The building principal helped teachers reflect on and improve their faculty-level as well as individual practices.

Third Example – Maureen

Maureen worked with her evaluator and supervisor to develop her individual teacher career development plan, focusing on specific strategies Maureen wanted to implement in her classroom.

Maureen had been keeping track of her students' data for several months and concluded that students were having difficulty writing expository text. Although she needed to continue learning the reading strategies that were part of the building-wide staff development, Maureen decided to add to her individual professional development; she would study methods for teaching students to use metacognitive strategies to improve their non-fiction writing skills for science and social studies. The strategy she selected for her individual professional development has a research base, is supported by her district, would assist in supporting the student achievement goals of the district, and addressed portions of the descriptors under Iowa Teaching Standards 2, 4 and 7.

The principal was impressed with Maureen's use of her classroom data to figure out what to work on next to help continue student development. Six other teachers in the building established a similar goal, so the Professional Development Team helped them set up a study group. The study group read articles, discussed how this information fit with what they were learning as a faculty, and worked together to try

the ideas in their classrooms. They brought back data from observing their students and reviewed student work to discuss in the study group.

Four Samples of Individual Career Development Planning Tools

Part 4 includes four tools for local districts to consider when developing their process for implementing and documenting individual career development plans. Dr. Tom McGreal developed the fourth tool as part of his *Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria*.

For examples of the four Individual Plans go to Part 4, Tool 3(stan).2.

